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AUTHOR Wible, Darrell E.
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ABSTRACT

The basic purpose of this study, which updates a study conducted in 1975, was to present higher education with recommendations for telecommunications curriculum from commercial broadcasters. Data were collected from 71 respondents via questionnaires distributed at the Indiana Broadcasters Association Conference in 1983. Respondents were asked to rate the importance of 60 commonly offered courses and select 10 courses that they would require in such a curriculum. Responses from management, sales, production, and news personnel were tabulated individually so that participants' views could be observed by category. All 71 respondents were tabulated as a composite, and a comparative tally then prepared for the top 20 courses (and ties) so that the differences between choices of the four personnel categories could be compared at a glance. Findings indicate that the 20 courses which were the most highly recommended carry the same theme--a broad-based variety. However, if the first seven were chosen as the required core of a curriculum, they would include internship, news, writing, law, radio production, radio sales, and audience research. In addition, 90% of respondents agreed that news students should be required to work in their university television or radio station, and an equal number would permit freshmen to enroll in at least one telecommunications class, a policy which is not widely practiced. Conclusions call for universities to improve student preparation by encouraging skills development, better attitudes, motivation, and initiative, and suggest that a broad, liberal arts background would be an excellent prerequisite for work in the field of telecommunications. A report on a survey of the attitudes of commercial broadcasters toward specialization versus non-specialization by students is appended. (JB)

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THE INDIANA REPORT II

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A Telecommunications Curriculum

RECOMMENDED BY

INDIANA BROADCASTERS

by

Darrell E. Wible

Ball State University

1985

IR 011 801

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

"They cannot read, they cannot write, they cannot speak yet they have degrees. What on earth is going on with the basics."

"Many college educators, I assume because of their impressive academic credentials, have a great deal of trouble dropping their arrogance long enough to listen."

The Indiana Report, 1975.

"Is it the fault of the University or the fault of the Broadcaster?"

"We need a better overview. If you give us people who know how to think, how to relate to the business, and then take their skills as problem solvers and communicators into the general world of business we think they'll be better equipped."

The Indiana Report II, 1985

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To the many Station Managers, Sales Managers, News Directors, Program Directors, news anchors, general staff members and others who answered hundreds of questions in conversation and on paper--your time and thoughts were sincerely appreciated.

Finally, to John Kurtz, Chairman of the Department of Telecommunications, a special debt of gratitude for his support and cooperation.

THE INDIANA REPORT II
A Telecommunications Curriculum

The purpose of this study was to develop a curriculum in telecommunications for university undergraduate students, including course content, as recommended by commercial broadcasters in Indiana

The writer has always been interested in teaching, and likewise with curriculum. It was a fascinating topic years ago as an undergraduate studying toward a degree with the intention of "Someday I might have something to offer as a teacher, and then I will teach."

That "time" did come. It came following 15 full-time years as a commercial broadcaster. Broadcasting was a good career. It provided endless challenges and countless opportunities to grow beyond what might have been expected. The writer had several choice positions in the business. But one day in a moment of reflection there came an urge to teach what had been learned in one of the most glamorous professions of our time--radio and television.

The university community made it difficult. It cared little about broadcast experience and expertise, but a great deal about an advanced degree. The university wanted a doctorate in something reasonably close to broadcasting. The pay was low-low by comparison with industry standards. But the writer labored through the academic hurdles, and obtained a Ph.D. in radio and television--then on to teaching. A prime concern from the beginning has been to "Tell it like it is." One must somehow teach broadcasting and broadcasting related courses in such a way that it is current, relevant, and realistic. It must be kept in mind that a university is NOT a vocational school. It must offer much more.

Perhaps it is the distinction between an education as perceived by a university, and the pragmatic as viewed by the industry which prevents the kind of understanding which they should have of each other.

A professor without substantial commercial broadcasting experience is likely to have less appreciation for realities of the industry. Conversely, the broadcaster without substantial study toward a doctorate is likely to have less appreciation for realities of higher education.

In order to mutually benefit, to improve broadcasting, to improve teaching and curriculum in the university, there must be a continuing dialogue between those in the industry and those in the university.

It is a serious challenge to bring history, theory, and reality together in a scholarly manner for presentation to a bright, young person interested in a telecommunications career--and to stay current in a very rapidly changing, highly complicated industry.

The writer has had a constant flow of research projects over the years, and most have been associated one way or another with curriculum and teaching. This is one of those.

Small Market/Secondary Market Radio

The first order of business was to immediately conduct a survey in an effort to reconcile differences of academic opinion regarding specialization versus non-specialization where curriculum was concerned. It seemed necessary to obtain at least a preliminary response to that question before embarking upon a major study. This preliminary study was done with radio station managers in Ohio and Kentucky. It was initiated in May, 1983, tabulated and written during summer, 1983, and the final report was distributed in September, 1983. It is included in this report (See Appendix, SMALL MARKET/SECONDARY MARKET RADIO, Specialization v. Non-specialization, Entry-Level Employees").

The study verified previous research by the writer some nine years earlier, and provided a good starting point. It highly recommended that telecommunications students should not specialize. It also raised a serious question by recommending that students should not major in telecommunications but minor there and major in some other area. To-date this question has not been addressed but it must be researched. It could have serious implications.

The second study was much more complicated. It has established itself as an on-going project with enthusiastic participation from the broadcasting community. Thus far it has involved more than 100 Indiana commercial station managers, and managers of news, programming, and sales.

The writer visited more than 30 Indiana radio/television stations, taking more than 100 photos (slides) of facilities and personnel with emphasis on small and secondary markets where students are likely to obtain their first commercial positions.

Numerous interviews were held with various station personnel on a wide variety of topics related to curriculum and teaching. Some interviews were recorded for class use. The slides and interviews illustrate realities of commercial station equipment types, installation, quality, and employee versatility necessary for entry-level positions.

The focal-point of the study was the opportunity to organize and moderate a distinguished panel of the Indiana Broadcasters Association. The subject was telecommunications curriculum (specifically sales) in higher education. The session was recorded and is available to any interested party.

In November, 1983, the writer attended all sessions of a one-day meeting of Indiana Associated Press Broadcasters, and introduced a questionnaire designed to obtain curriculum information in news. It was made available to all commercial station representatives in attendance, and mailed to others. The meeting was held off-campus in Muncie, and provided an opportunity to discuss news curriculum on a one-to-one basis with several broadcasters.

To-date more than 800 hours (including travel) have been expended by the writer on this research project. As promised, a telecommunications curriculum for university undergraduate students has been developed as recommended by Indiana commercial broadcasters.

Still unfinished is the business of course content for such a curriculum. Also unfinished are industry recommendations for production. There appears to be a trend toward de-emphasis of production in academic programs. Preliminary results indicate that those in the industry consider production an extremely important part of a telecommunications curriculum, but further research is necessary to determine the degree of importance.

The study represents the opinions of college-educated professionals who are currently involved in commercial broadcasting--in station management, and (with few exceptions) management positions in news, sales, and production positions. They know more about their needs when seeking entry-level employees than any university. They are the ones who hire university graduates. They are also aware of others in areas adjacent to broadcasting--advertising agencies, non-broadcast television, audio/video tape/film production, public relations, and others in what has come to be known as telecommunications. They are well equipped to provide excellent advice toward curriculum development and update.

The point may be raised that broadcasting is only a part of the telecommunications industry, and that is true. But it is by far the largest and most influential part of the industry. It has been referred to by some as the greatest social influence in the past 100 years, and it is likely that such a statement is accurate.

Preface

The results of this study have been held in abeyance for nearly a year for what is believed to be good reason. On first examination the findings appeared to contradict some traditions in higher education. Views staunchly held by many were in conflict. Curriculums were contradicted. The findings were controversial just as they were in 1975 in The Indiana Report: What 320 Broadcasters Think About Radio and TV Academic Programs in Higher Education (See ERIC Clearinghouse on Information Resources, ED 112 844. Announced in Research in Education, February 1976). The writer determined to re-examine the 1975 study as well as the current study because of the differences of opinion. Having done so and having found no reasons to change the process it is believed that the findings are indeed valid, and should encourage further study in this area.

The disagreement with The Indiana Report was one between commercial broadcasters and those teaching broadcasting (and related topics) in higher education. This study indicates that the differences of 1975 continue.

Introduction

Two professions which remain aloof and apart for much of the time (and which should never do so) are those of broadcasters and professors of broadcasting. It isn't that they don't get along. They just don't know enough about each other. Only a few who teach broadcasting make an effort to visit with broadcasters, sit with them in private, and ask for advice, information, and ideas which can translate to university curriculum.

Conversely, only a few broadcasters make an effort to learn what goes on in the classroom. They never go near a university except for an occasional guest lecture appearance. They rarely ask professors what they are teaching, how they are teaching it, and why they are teaching it the way they are.

In 15-years of full-time commercial broadcasting the writer was never invited (nor were other staff members) to lecture to university classes despite the presence of a large university in the market. That posture has now changed as many university programs utilize guest lecturers. Ten years ago there were just a few quality internship programs available within telecommunications curriculums. Today there are many.

In 19-years of full-time university teaching not a single

broadcaster has ever suggested to the writer that he would like to visit a telecommunications classroom to observe a professor at work. Until recently the classroom has been a sacred place with little or no outside observation of a teacher on-the-job. With merit pay in teaching this is changing.

An account executive wrote recently about his collegiate experiences saying, "So many don't even get into sales. . . and that is, after all, what pays 'the freight.' So many educators lose interest. They take the line of least resistance. I suppose that's only human. They don't change anything from year-to-year. If they teach for forty years they are still teaching the same thing in the fortieth year that they taught in the first year. The same thing in the same way with a complete lack of enthusiasm."

A station manager expressed disappointment at the quality of students from telecommunications programs. He wrote, "Many of them have no idea what the communications industry is all about. . . They have very little science background and without a science background they cannot comprehend the technological era we are entering. They are deficient in the knowledge of international economics and even international geography. They have little knowledge of how a community functions or even how the world functions, and more important, today's college graduate lacks ambition and motivation."

Those are stinging indictments. The writers were not critical of any specific university program but telecommunications programs in general.

In 1975 The Indiana Report contained similar complaints. A Fort Wayne television station manager said, "They cannot read, they cannot write, they cannot speak. What on earth is going on with the basics." That was ten years ago.

Today? In a recent class in broadcast law (Which students generally dislike) 30 students misspelled "privilege" twenty-five times. There were 13 different spellings for Westmoreland, and the class as a whole lost 65-points in a simple two-page, short-answer quiz (One point per misspelled word). The students were mostly juniors in a major university in what is considered to be a quality program in telecommunications.

In a sales class 19 out of 30 students misspelled Nielsen. In another sales class a guest lecturer (An area General Manager and Vice President of a radio station) requested a list of questions from which he would select the most commonly asked and respond in writing. Students were instructed to type a list of five questions to send to the Manager. Again, out of 30 students, only six were able to submit a list without misspelling at least one word. Now

spelling may not be priority criteria for telecommunications graduates, but it does reflect one segment of their abilities to read, write, and speak.

University reaction to such circumstances and criticism is predictable. They are defensive. Their programs are excellent. Their students are receiving a good education. Their students are getting jobs. It's the other university programs (if any) which are at fault.

Somewhere there is a middle ground. There is need to recognize that there are some excellent students, some excellent professors, some excellent programs, just as there are those who range toward the opposite of excellence.

It should also be said that there are degrees of excellence among those in the ranks of commercial broadcasting, and some do not carry the standard very high.

But there will always be enough of those who care, students, professors, and broadcasters, to share experiences in a meaningful way, and so long as that climate persists then all will benefit.

It should be emphasized that there is no perfect telecommunications program in higher education even for a short time. All such programs should be under constant review, and the review should include opinions and ideas of professionals in the marketplace as well as those who are revising and teaching courses in the university--before changes take place.

This study is about curriculum. It presumes that commercial broadcasters in both radio and television in the State of Indiana can offer valuable suggestions about what higher education should be teaching in telecommunications.

Purpose for the Study

The basic purpose for this study is the same as it was ten years ago. It is ". . . to promote a better relationship between academic broadcast programs of higher education (Now generally referred to as telecommunications) and commercial broadcasting stations."

A more specific purpose is to present higher education with curriculum recommendations from commercial broadcasters.

Ten years ago The Indiana Report stated, "Broadcasting is constantly changing. There are new regulations, new proposals, new equipment, new techniques, new pressures, new court decisions--nothing seems to stay the same for long.

Changes are dictated by a highly competitive atmosphere of business, and the broadcaster who survives is the one who keeps up with or moves ahead of the competition."

Indeed there have been changes. The FCC has been changed from seven to five members. Radio has been extensively deregulated. The NAB Code has been lifted. Television too has much more freedom. Multiple-ownership rules have been drastically changed. License periods have been lengthened. Cellular radio is putting thousands of telephones in automobiles. CB Radio has flourished. The mini-camera has had a dramatic impact upon the the capabilities and economics of TV news operations and commercial production. It has all but replaced the motion-picture camera in non-broadcast video for business, industry, schools, hospitals, etc.

There are satellite receiving stations in nearly every broadcaster's front or backyard. Satellite music networks are changing the face of radio with satellites and computers at the heart of the process. Word processors have invaded the newsroom and other areas of telecommunications. Cable television has made great strides including a national cable news network. Computer graphic creations challenge one's imagination, and at the heart of the giant strides in electronic progress is the micro-chip which defies the imagination.

Telecommunications programs in higher education have also changed during the past ten years. But by contrast academia has moved at a snail's pace. It may take a year or more to develop a curriculum or make simple additions to a curriculum. Qualified faculty members are extremely difficult to find. Someone with a Ph.D. and 10-years of teaching experience may make $25,000 yearly but with a B.S. (or less) as a local sales manager in a secondary radio market that same person may make $50,000 a year.

There is never enough money to purchase production equipment, and other tools for teaching. There is also academic freedom and tenure which provides wide latitude in the way courses are taught by individual professors. There are assets because of such freedom, but there can also be liabilities.

On numerous occasions it would appear that curriculum and courses are designed without even a reasonable input from the telecommunications industry. All one needs to do is to examine university catalogues to receive such an impression.

It is intended that this study will provide an opportunity for commercial broadcasters, including station managers, sales managers, program directors, news directors and others to recommend collectively and individually the kinds of curriculum and courses that students need--a need dictated by the socio-economic forces outside the university.

Method of Study

The Indiana Report indicated that the most glaring deficiency in academic programs over the years has been that of sales. It seemed therefore that sales was a good place to begin.

In early summer, 1983, the President of The Indiana Broadcasters Association (Bill Stough, Vice President and General Manager, WISH-TV, Indianapolis) was contacted and the research idea explained. Stated simply there is a reported 80-percent failure rate of entry-level account executives in broadcast sales. What should a university telecommunications program be teaching in order to reduce the failure rate?

In past sessions over the years various Indiana universities have been invited by IBA to tell broadcasters what they were teaching. The writer suggested turning that idea around by having a panel of Indiana commercial broadcasters tell universities what they should be teaching (Specifically in in sales). IBA President Stough listened to the idea, requested it in writing, took it to the organization's executive committee and it was approved.

Five panelists were chosen who were representative of small market radio, large market FM radio, small market television, medium market television, and major market independent station television.

About two weeks prior to the Fall Conference each panelist was contacted and a conference phone call arranged. Each was charged with delivery of ". . A hellfire and brimstone speech on what universities should be teaching to cut the 80-percent failure rate for those who attempt careers in broadcast sales."

Indiana Broadcasters' Fall Conference

In preparation for the panel presentation the writer prepared four questionnaires, one each for Station Managers, Sales Managers, Program/Production Managers, and News Directors (See APPENDIX). These were enclosed in envelopes for distribution to those managers in attendance immediately after the presentation. The managers in turn were expected to see that the questionnaires reached key individuals in their stations and to answer one themselves. By including each of the four major areas the biases could be averaged, and the results more meaningful. While the IBA program concentrated on the area of sales the questionnaires included all areas of a potential telecommunications curriculum.

The respondents were each given an explanation of the study followed by 60 commonly offered courses with brief descriptions. They were asked to rate the importance of each of the courses. They were also asked to select ten courses which they would require in such a curriculum. They were free to add any comments they might choose.

The Panel Presentation

The panel presentation was scheduled for the third day of the Conference at 10:45 a.m. It was entitled, "University Broadcast Curriculum." IBA President William Stough presided, and the writer introduced the panelists. Each was to speak for five-minutes on "From your selfish viewpoint what should a university be teaching to best prepare a young man or young woman for a sales career at your station in your market, and stations and markets like yours." The panel was given an hour to present its program. Their remarks are summarized.

Kenneth S. Coe, President and General Manager, WLOI/WCOE, La Porte, "What Does a Small Market Radio Station Expect Out of a Beginning Sales Person."

Mr. Coe questioned who was to blame--universities or broadcast organizations. He said that his station had just hired a new salesman, and after a month he didn't know the meaning of co-op advertising. He raised the question as to how much responsibility the university should assume and likewise the station. "I have tried in both Michigan and Indiana to hire salesmen out of college and universities. I went to Michigan State. I've been to Indiana University. I've been to Ball State. I've talked with graduates. I've hired them. I've hired ten. Nine failed. . . . is it the problem of the university or the college or a problem within our own system. We are working very hard trying to develop a successful, thorough, complete training program so that people don't fail in sales. If they fail in sales we not only fail as teachers but we fail in business."

Ken Coe questioned attitudes of today's graduates. He also questioned motivation, and wondered what universities were doing toward developing good attitudes with motivation as a key factor. He suggested sales seminars held by and for professionals of the industry to be scheduled at various Indiana universities--with students as guests.

He stressed responsibility and cited examples of beginning salesman who were not willing to dedicate themselves--who would quit before they got started. He linked responsibility and motivation saying they belonged together. His stations pay for printing of business cards for salesmen <u>after</u> they have been with the station for a year. They pay

for night courses in motivation after a salesman completes the course.

David Bailey, General Sales Manager, WTHI-TV, Terre Haute, "Which Comes First--Sales or Marketing."

His first reference was to communication, saying, "Good communication is more than important in sales--it's absolutely essential." He said that a good sales person must be able to organize a well-directed, logically written presentation and have verbal skills to match. He added, "There are also things like research, statistics, surveys, numbers and personal management, both of ourselves and of the people that work with us and for us." He emphasized the broad base necessary for those in sales. "Psychology and economics are important for trend analysis and projections both within our own business as well as within retail patterns." He added production, presentation techniques, advertising approaches. competitive media, computer technology, broadcast and commercial law. Then he said, "All of these things in varying degrees are important components of sales, but perhaps more importantly they are components of successful sales people. They all lend themselves to a basic understanding of what it is we're selling, and how we sell it to its best and most effective use to the people who are going to use it.

He advocated the possibility that students with an interest in sales might consider majoring in business and minoring in broadcasting.

He described a broadcaster's product as, ". . . The visual or oral presentation of a manufacturer's or retailer's product or service via a commercial that is designed to create an awareness of that product and generate various pre-positions, concepts and attitudes toward that product category, and to further stimulate and direct potential customers to a particular point of purchase or use for that product or service."

Toward the end of his presentation he said that all of the blame for sales failures could not be placed on universities, but that curriculums were far out of line for what was needed in sales. "We can explain the books, programming, and numbers better than any university. As broadcasting managers and sales managers we can set priorities and emphasis for the way business is going to be done in our markets based on our market's dictates and needs. We can teach people the strengths and weaknesses of our competitors in our medium as in other mediums. . . But we don't have the time to teach the basic skills of communication, marketing, research, statistics, economics, accounting, personnel management, advertising, computer technology, business and commercial law, or personal presentation and appearance. These are the things that . .

. potentially successful sales people and students from universities should be bringing to us."

Edwin Metcalfe, Vice President and General Manager, WPTA-TV, Fort Wayne, "Understanding Research."

He began by saying that TvB managers in Chicago were suggesting that if a station didn't have a 20-percent yearly turnover in the sales department it was a poor station. As a member of the Television Advisory Council for ARBITRON he pointed out that research is an everchanging problem for both radio and TV, and that it should be considered very seriously at the university level. He also suggested that a glossary of sales terms would be a welcome addition, and used an example of a recently-hired salesman who did not know the definition of an "OTO pre-emption" (One-time-only substitution of one commercial announcement or program for another).

He referred to his station's internship program, and noted that most interns were initially interested in production or news. After learning more about station operation they became interested in sales (Because of the money paid to those in that area), but were ill-equipped to enter sales.

In the research area he called attention to ARBITRON's latest innovation called "Target Aid." "The demographics have become so refined that both ARBITRON and Nielsen are working with other market research companies in developing an extension of demographics beyond age groups. They're using Zip Codes and lifestyles. They . . . have taken the entire United States by Zip Codes, further refined that to forty-seven lifestyle clusters and that's how television can be sold, will be sold, and is being sold across this country. . . . While it may seem rather crazy at this time because some of the cluster titles are kind of humorous like Archie Bunker types, low income types, etc., it does indicate to me that research is a very, very important part of the buying and selling process. . . . I think that's an area where our universities should be putting some of their time and their attention."

He closed his remarks saying, ". . . At one of our major universities in this state there is a professor still teaching a class in radio drama. I don't know what the students are doing in that class, but I contend that it is wasted time. I suggest to the universities and academia present today that more practical ways of selling television and radio should be introduced into the courses there."

Jeff Smulyan, President of Emmis Broadcasting, (WENS-FM, Shelbyville/Indianapolis; WLOL-FM, Minneapolis, St. Paul; KSHE, Crestwood/St. Louis, and KMGG, Los Angeles); "The Need to Communicate."

". . . Everytime I go to a conference or sit around with . . . other broadcasters the questions are, 'Why can't we get our students to read rate cards? Why can't they read a rating book? We've got to make the curriculum narrower. I've been hearing this for the last ten years, and I think maybe we've gotten to the point where we've gone overboard. We have graduates who read rate cards so well that they understand every line on the rate card, but they have trouble finding the client's door. We have others who have learned the equipment so well, and all the nuances of ratings and everything about programming, but sometimes they miss finding the studio. So I think maybe the time has come for the pendulum to shift a little bit to go the other way. I'm . . . concerned that our students don't have the overview of the world and how it relates to our industry. We think that students need to relate the broadcast business to society."

He quoted Tom Landry, coach of the Dallas Cowboys, who once said, "We draft athletes with the Cowboys." He added, "We have adopted that statement. . . we think the curriculum needs to be broader. We have so many sales people who have been well grounded in theories of sales and reading rating books and the principles of modern selling that they don't understand the rest of the building. We've seen sales people who actually need interpreters to walk into the air studio and meet the air staff. On the other hand we've seen programming people who spent four years in college learning programming theories, and they know it well. They know all of the theories. They can discuss various aspects of broadcast programming, but they view the sales department as the evil empire."

"What we're saying is that we need a better overview. If you give us people who know how to think, how to relate to the business, and then take their skills as problem solvers and communicators into the general world of business we think they'll be better equipped."

He emphasized three other areas which are not receiving adequate academic attention. One was negotiating skills. Another was "A healthy love and respect for the industry." The third was ". . . A very, very healthy respect for ethics."

After discussing negotiating skills, industry love and respect, and ethics, he closed saying, "If the universities give us people who care about what they do and care about our industry, we can teach them the finer points, and make them better sales people and better broadcasters."

Elmer C. Snow, President and General Manager, WTTV, Indianapolis, "How We Select Salespersons."

He said his sales people were selected with great care

extending over a long period of time. Their turnover was small. The Sales Manager does the actual hiring but they check very carefully with the General Manager for his approval. "I spend more time with the General Sales Manager and our Local Sales Manager in assessing the qualities of an applicant for sales jobs than . . . for any other activity because it's very, very important to us. When we finish analyzing the pros and cons of particular applicants I have to say our final decision is made with a lot of gut feeling . . . and we've been wrong a few times."

What did they look for in the process? ". . . It comes down to personality, . . . an individual's own organizational ability, and motivation." Even so the first requisite was experience. They prefer experience in the Indianapolis market. Next in consideration was experience in other television markets, and experience in radio sales in the Indianapolis market. He also said that they would consider ". . . Others experienced in selling print, billboards, etc."

Based on academic programs as they are currently structured he said his station would prefer a business school graduate before one from telecommunications. However, he stated that he had hired graduates of telecommunications programs who had become successful in sales.

"Along with a business background, knowledge of business, knowledge of sales, we'd really like to have people who have a working knowledge of traffic, sales promotion, programming, engineering, program promotion, generally in that order of importance. Because if the schools don't teach that, or if our new employee has not learned it from previous employment then we've got to teach those things."

He closed by asking universities to teach students to read rating books because they find few who can, then said, "We'd like to have sales applicants thoroughly grounded in business, television station operation, and as a special bonus a broad liberal arts education."

The Survey

Data were collected from 71 respondents as a result of the questionnaires distributed at the Indiana Broadcasters Association Conference. There were 21 Station Managers, 18 Sales Managers and one Account Executive, 17 production employees, and 14 news employees. Several of the latter two categories held management positions.

The objective of the questionnaire was to determine the top twenty courses (and ties) in <u>importance</u> to university students and the top 20 courses (and ties) by percentage of

participating broadcasters as required courses.

The results were tabulated for the top 20 courses and ties for seven different categories. Managers, sales, production, and news respondents were tabulated individually so that their views could be observed by category. All 71 respondents were tabulated as a composite. A comparative tally was then prepared for the top 20 courses and ties so that the differences between choices of managers, sales, production, and news respondents could be compared at a glance.

Finally, all sixty courses are presented with evaluations in the order in which they were presented in the original questionnaire.

Explanation of Data/Order of Presentation

		Requirement		Importance	
Question Number	Course	Percent Required	Rank Required	Average Points	Rank Points

"Question Number" is the number assigned to the question on the original questionnaire.

"Course" is the description of the course to be considered.

"Requirement" refers to the percentage of respondents who would require that a course be studied. Thus a figure of 90.5 means that over 90-percent of broadcasters would require students to take that course.

"Rank Required" is the rank of a required course relative to the other required courses. A course ranked 5-T means that the course is tied for fifth with another course.

"Importance" is the premium placed upon a course by a respondent as to its worth to a student. Broadcasters were asked to rate courses from a low of "1" to a high of "5," the numbers were added and divided by the number of respondents. This resulted in "Average Points" for each course.

"Rank Points" is the rank of a course relative to other courses based on "Importance" to a student.

FIRST TWENTY BROADCAST COURSE SELECTIONS BY TWENTY-ONE INDIANA STATION MANAGERS AS RANKED BY REQUIREMENT AND COURSE IMPORTANCE TO UNIVERSITY TELECOMMUNICATIONS STUDENTS

Question Number	Course	Requirement		Importance	
		Percent Required	Rank Required	Average Points	Rank Points
41.	Internship (quarter or semester, student's choice of radio/TV/film/sales/production/ news, etc., with business/industry)	90.5	1	4.7	1
13.	Broadcast News (gathering, writing, production, performance)	80.9	2	4.4	3
27.	Broadcast Writing (commercials, PSA's, news, all general writing for radio/television)	76.2	3	4.5	2
21.	Advertising, Sales, Promotion for Radio	71.4	4	4.0	5-T
15.	News Writing (radio and television)	52.4	5-T	4.0	5-T
2.	Beginning Radio/Audio Production	52.4	5-T	3.8	9-T
45.	Law and Regulation of Telecommunications	47.6	7	3.4	17
25.	Radio/Television Sales	42.9	8	4.1	4
19.	Electronic News Gathering (interview, writing, production, performance)	42.9	9	4.0	7
22.	Advertising, Sales, Promotion for Television	42.9	10	3.9	8
42.	Broadcast Station Management	33.3	11	3.8	9-T
43.	Audience Research (ARB, Nielsen, Mediastat, SAMS, qualitative, quantitative)	33.3	12	3.6	12-T
1.	Equipment Familiarization (audio, video, film)	33.3	13	3.3	18
60.	Computer Uses in Telecommunications	33.3	14	3.5	15-T
23.	Telecommunications Sales Management	28.6	15	3.6	12-T
14.	Advanced Broadcast News (gathering, writing, production, performance)	23.8	16-T	3.8	9-T
4.	Beginning Television/Video Production	23.8	16-T	2.8	21-T
3.	Advanced Radio/Audio Production	19.0	18-T	3.6	14
10.	Radio Performance	19.0	18-T	3.5	15-T
47.	Social Responsibility in Telecommunications (ethics, standards, and responsibilities of broadcasters)	19.0	18-T	3.2	19
56.	History of Broadcasting	19.0	18-T	2.9	20

20.	Audio/Video Tape Editing	19.0	18-T	2.8	21-T
18.	Public Affairs Programming	19.0	18-T	2.7	23
6.	Television Directing/Producing	19.0	18-T	2.7	24

FIRST TWENTY BROADCAST COURSE SELECTIONS BY NINETEEN INDIANA SALES MANAGERS AND ACCOUNT EXECUTIVES RANKED BY REQUIREMENT AND COURSE IMPORTANCE TO UNIVERSITY TELECOMMUNICATIONS STUDENTS.

		Requirement		Importance	
Question Number	Course	Percent Required	Rank Required	Average Points	Rank Points
41.	Internship (quarter or semester, student's choice of radio/TV/film/sales/production/ news, etc., with business/industry)	94.7	1	4.9	1
43.	Audience Research (ARB, Nielsen, Mediastat, SAMS, qualitative, quantitative)	52.6	2-T	4.2	2
60.	Computer Uses in Telecommunications	52.6	2-T	4.1	4
24.	Radio/Television Sales and Promotion	52.6	2-T	3.9	5
27.	Broadcast Writing (commercials, PSA's, news, all general writing for radio/television)	52.6	2-T	3.6	10
45.	Law and Regulation of Telecommunications	47.4	6-T	3.9	6-T
25.	Radio/Television Sales	47.4	6-T	3.8	8
21.	Advertising, Sales, Promotion for Radio	47.4	6-T	3.7	9
23.	Telecommunications Sales Management	47.4	6-T	3.5	11-T
1.	Equipment Familiarization	47.4	6-T	3.3	13
42.	Broadcast Station Management	42.1	11-T	4.1	3
22.	Advertising, Sales, Promotion for Television	42.1	11-T	3.9	6-T
13.	Broadcast News (gathering, writing, production, performance)	42.1	11-T	3.6	10
47.	Social Responsibility in Telecommunications (ethics, standards, and responsibilities of broadcasters)	36.8	14	3.5	11-T
19.	Electronic News Gathering (interview, writing, production, performance)	31.6	15	2.9	14
51.	Cable Communications	26.3	16-T	3.4	15
4.	Beginning Television/Video Production	26.3	16-T	3.3	16
2.	Beginning Radio/Audio Production	26.3	16-T	3.1	17

14.	Advanced Broadcast News (gathering, writing, production, performance)	21.1	19-T	2.9	18
12.	Radio and Television Performance	21.1	19-T	2.6	19-T
57.	Introduction to Telecommunications (history, organization, structure, from beginning to current)	21.1	19-T	2.6	19-T

FIRST TWENTY BROADCAST COURSE SELECTIONS BY SEVENTEEN INDIANA COMMERCIAL STATION PRODUCTION EMPLOYEES RANKED BY REQUIREMENT AND BY COURSE IMPORTANCE TO UNIVERSITY TELECOMMUNICATIONS STUDENTS

		Requirement		Importance	
Question Number	Course	Percent Required	Rank Required	Average Points	Rank Points
4.	Beginning Television/Video Production	76.5	1-T	4.4	2
2.	Beginning Radio/Audio Production	76.5	1-T	3.9	10
41.	Internship (quarter or semester, student's choice of radio/TV/film/sales/production/ news, etc., with business/industry)	64.7	3-T	4.6	1
13.	Broadcast News (gathering, writing, production, performance)	64.7	3-T	4.2	4-T
27.	Broadcast Writing (commercials, PSA's, news, all general writing for radio/television)	64.7	3-T	4.2	4-T
43.	Audience Research (ARB, Nielsen, Mediastat, SAMS, qualitative, quantitative)	58.8	6	4.2	4-T
60.	Computer Uses in Telecommunications	47.1	7-T	4.4	3
45.	Law and Regulation of Telecommunications	47.1	7-T	3.9	8-T
46.	Broadcast Programming (concepts, strategies, and techniques)	41.2	9-T	4.0	7
15.	News Writing (radio and television)	41.2	9-T	3.6	13
5.	Advanced Television/Video Production	35.3	11-T	3.9	8-T
3.	Advanced Radio/Audio Production	35.3	11-T	3.7	11
1.	Equipment Familiarization (audio, video, film)	35.3	11-T	3.6	12
12.	Radio and Television Performance	35.3	11-T	3.2	14
11.	Television Performance	35.3	11-T	3.1	15
10.	Radio Performance	29.4	16-T	3.1	21
14.	Advanced Broadcast News (gathering, writing, production, performance)	29.4	16-T	3.4	20
21.	Advertising, Sales, Promotion for Radio	29.4	16-T	3.6	17-T

22.	Advertising, Sales, Promotion for Television	29.4	16-T	3.6	17-T
42.	Broadcast Station Management	29.4	16-T	3.6	17-T
51.	Cable Communications	29.4	16-T	3.7	16

FIRST TWENTY BROADCAST COURSE SELECTIONS BY FOURTEEN INDIANA COMMERCIAL STATION NEWS EMPLOYEES RANKED BY REQUIREMENT AND BY COURSE IMPORTANCE TO UNIVERSITY TELECOMMUNICATIONS STUDENTS.

		Requirement		Importance	
Question Number	Course	Percent Required	Rank Required	Average Points	Rank Points
13.	Broadcast News (gathering, writing, production, performance)	78.6	1	4.8	1
15.	Advanced Broadcast News (gathering, writing, production, performance)	64.3	2-T	4.5	2-T
41.	Internship (quarter or semester, student's choice of radio/TV/film/sales/production/news, etc., with business/industry)	64.3	2-T	4.5	2-T
15.	News Writing (radio and television)	50.0	4	4.5	2-T
45.	Law and Regulation of Telecommunications	50.0	5	4.1	6-T
19.	Electronic News Gathering	42.9	6	4.2	5
27.	Broadcast Writing (commercials, PSA's, news, all general writing for radio/television)	42.8	7	3.7	10-T
2.	Beginning Radio/Audio Production	35.7	8-T	4.1	6-T
1.	Equipment Familiarization	35.7	8-T	3.8	9
24.	Radio/Television Sales and Promotion	35.7	8-T	3.6	14-T
17.	Producing Broadcast News	28.6	11	3.9	8
47.	Social Responsibility in Telecommunications (ethics, standards, and responsibilities of broadcasters)	28.6	12	3.4	16-T
16.	News Performance (radio and television)	21.4	13-T	3.7	10-T
20.	Audio/Video Tape Editing	21.4	13-T	3.7	10-T
40.	Newsfilm Production and Editing	21.4	13-T	3.6	13
21.	Advertising, Sales, Promotion for Radio	21.4	13-T	3.6	14-T
46.	Broadcast Programming (concepts, strategies, and techniques)	21.4	13-T	3.4	16-T

10.	Radio Performance	21.4	13-T	3.4	18
4.	Beginning Television/Video Production	21.4	13-T	3.2	19
57.	Introduction to Telecommunications (history, organization, structure, from beginning to current)	21.4	13-T	2.4	20

TOP TWENTY BROADCAST COURSE SELECTIONS BY SEVENTY-ONE INDIANA COMMERCIAL BROADCASTERS RANKED BY REQUIREMENT AND BY COURSE IMPORTANCE TO UNIVERSITY TELECOMMUNICATIONS STUDENTS

		Requirement		Importance	
Question Number	Course	Percent Required	Rank Required	Average Points	Rank Points
41.	Internship (quarter or semester, student's choice of radio/TV/film/sales/production, news, etc., with business/industry)	80.3	1	4.7	1
13.	Broadcast News (gathering, writing, production, performance)	71.0	2	4.2	2
27.	Broadcast Writing (commercials, PSA's, news, all general writing for radio/television)	60.6	3	4.0	3
45.	Law and Regulation of Telecommunications	47.9	4-T	3.8	6
2.	Beginning Radio/Audio Production	47.9	4-T	3.7	9-T
21.	Advertising, Sales, Promotion for Radio	45.1	6	3.7	7
43.	Audience Research (ARB, Nielsen, Mediastat, SAMS, qualitative, quantitative)	40.8	7	3.9	4
15.	News Writing (radio and television)	38.0	8-T	3.7	9-T
1.	Equipment Familiarization (audio, video, film)	38.0	8-T	3.5	17
60.	Computer Uses in Telecommunications	36.6	10-T	3.8	5
4.	Beginning Television/Video Production	36.6	10-T	3.4	18
19.	Electronic News Gathering	35.2	12	3.7	11
25.	Radio/Television Sales	33.8	13-T	3.7	10
22.	Advertising, Sales, Promotion for Television	33.8	13-T	3.6	13-T
14.	Advanced Broadcast News (gathering, writing, production, performance)	32.4	15	3.6	15-T
42.	Broadcast Station Management	31.0	16	3.7	8
47.	Social Responsibility in Telecommunications (ethics, standards, and responsibilities of broadcasters)	25.4	17	3.4	19

23.	Telecommunications Sales Management	26.8	18	3.2	24
24.	Radio/Television Sales and Promotion	23.9	19	3.6	15-T
46.	Broadcast Programming (concepts, strategies, and techniques)	21.1	16	3.6	13-T

BROADCAST COURSE SELECTIONS BY SEVENTY-ONE INDIANA COMMERCIAL BROADCASTERS IN STATION MANAGEMENT, SALES, PRODUCTION, AND NEWS RANKED BY REQUIREMENT AND BY COURSE IMPORTANCE TO UNIVERSITY TELECOMMUNICATIONS STUDENTS

		Requirement		Importance	
Question Number	Course	Percent Required	Rank Required	Average Points	Rank Points
	Production/Performance				
1.	Equipment Familiarization (audio, video, film)	38.0	8-T	3.5	17
2.	Beginning Radio/Audio Production	47.9	4-T	3.7	9-T
3.	Advanced Radio/Audio Production	18.3	23-T	3.3	20
4.	Beginning Television/Video Production	36.6	10-T	3.4	18
5.	Advanced Television/Video Production	15.5	25-T	3.1	27
6.	Television Directing/Producing	12.7	30-T	2.9	30
7.	Television Staging and Lighting	7.0	36	2.5	41
8.	Film Production	5.6	39-T	2.1	47-T
9.	Advanced Film Production	1.4	49-T	1.9	49
10.	Radio Performance	19.7	21-T	3.2	25
11.	Television Performance	11.3	31-T	2.8	32
12.	Radio and Television Performance	19.7	21-T	3.0	29
	News				
13.	Broadcast News (gathering, writing, production, performance)	71.0	2	4.2	2
14.	Advanced Broadcast News (gathering, writing, production, performance)	32.4	15	3.6	15-T
15.	News Writing (radio and television)	38.0	8-T	3.7	9-T
16.	News Performance (radio and television)	11.3	31-T	3.3	21

Question Number	Course	Requirement: Percent Required	Requirement: Rank Required	Importance: Average Points	Importance: Rank Points
17.	Producing Broadcast News	9.9	34-T	3.1	26
18.	Public Affairs Programming	5.6	39	2.4	43
19.	Electronic News Gathering (interview, writing, production, performance)	35.2	12	3.7	11
20.	Audio/Video Tape Editing	14.1	27-T	3.0	28
	Sales				
21.	Advertising, Sales, Promotion for Radio	45.1	6	3.7	7
22.	Advertising, Sales, Promotion for Television	33.8	13-T	3.6	13-T
23.	Telecommunications Sales Management	26.8	18	3.2	24
24.	Radio/Television Sales and Promotion	23.9	19	3.6	15-T
25.	Radio/Television Sales	33.8	13-T	3.7	10
26.	Radio/Television Promotion	11.3	31-T	3.2	22
	Writing (without production)				
27.	Broadcast Writing (commercials, PSA's, news, all general writing for radio/ television	60.6	3	4.0	3
28.	Dramatic Writing	0.0	54-T	1.3	59
29.	Documentary Writing	2.8	44-T	2.2	45
	Film				
30.	History and Development of Film	0.0	54-T	1.5	58
31.	Seminar in Documentary Film	1.4	49-T	1.7	54
32.	Seminar in Film Theory	1.4	49-T	1.6	56
33.	Film Censorship	2.8	44-T	1.8	51
34.	Seminar in Film and Culture	0.0	54-T	1.6	57
35.	Film as Communication	7.0	36	2.2	46
36.	Music in Film	0.0	54-T	1.7	53

Question Number	Course	Requirement: Percent Required	Requirement: Rank Required	Importance: Average Points	Importance: Rank Points
37.	Film Making of Commercials	5.6	39	2.7	35-T
38.	Film Editing	4.2	42-T	2.5	40
39.	Trends in Film Making	2.8	37	1.7	55
40.	Newsfilm Production and Editing	9.9	34-T	2.7	34
Other Courses (within Telecommunications Department)					
41.	Internship (quarter or semester, student's choice of radio/TV/ film/sales/production, news, etc. with business/industry)	80.3	1	4.7	1
42.	Broadcast Station Management	31.0	16	3.7	8
43.	Audience Research (ARB, Nielsen, Mediastat, SAMS, qualitative, quantitative)	40.8	7	3.9	4
44.	Research in Telecommunications (scholarly)	1.4	49-T	2.3	44
45.	Law and Regulation of Telecommunications	47.9	4-T	3.8	6
46.	Broadcast Programming (concepts, strategies, and techniques)	21.1	16	3.6	13-T
47.	Social Responsibility in Telecommunications (ethics, standards, and responsi- bilities of broadcasters)	25.4	17	3.4	19
48.	Broadcast Criticism (critic's role in broadcasting; major issues in broadcasting)	7.0	36	2.5	39
49.	Program Analysis/Media Criticism (analyze and evaluate contemporary programming and practices)	11.3	31-T	2.7	33
50.	International Telecommunication (comparative broadcasting systems)	0.0	54-T	1.8	52
51.	Cable Communication	15.5	25-T	3.2	23

Question Number	Course	Requirement: Percent Required	Requirement: Rank Required	Importance: Average Points	Importance: Rank Points
52.	Independent Study/Practicum (Practical projects in any worthy area)	7.0	36	2.9	31
53.	Broadcast Electronics (basic study, electronic theory and practice)	14.1	27-T	2.7	35-T
54.	Instructional Methods in Educational Radio-TV	1.4	49-T	2.1	47-T
55.	Cable Communication				
56.	History of Broadcasting	14.1	27-T	2.7	35-T
57.	Introduction to Telecommunications (history, organization, structure, from beginning to current)	18.3	23-T	2.5	38
58.	Music in Broadcasting	4.2	42-T	2.4	42
59.	Non-broadcast Video Systems (business, instruction, medicine, etc.)	2.8	44-T	1.8	50
60.	Computer Uses in Telecommunications	36.6	10-T	3.8	5

BROADCAST COURSE SELECTIONS BY SEVENTY-ONE INDIANA COMMERCIAL BROADCASTERS IN STATION MANAGEMENT, SALES, PRODUCTION, AND NEWS RANKED BY REQUIREMENT AND BY COURSE IMPORTANCE TO UNIVERSITY TELECOMMUNICATIONS STUDENTS

Composite Rank	Course	Requirement: Percent Required	Requirement: Rank Required	Importance: Average Points	Importance: Rank Points
1.	Internship (quarter or semester, student's choice of radio/TV/film/sales/production/ news, etc. with business/industry)				
	All broadcasters	80.3	1	4.7	1
	Station Managers	90.5	1	4.9	1-T
	Sales	94.7	1	4.9	1
	Production	64.7	3-T	4.6	1
	News	64.3	2-T	4.5	2-T
2.	Broadcast News (gathering, writing, production, performance)				
	All broadcasters	71.0	2	4.2	2
	Station Managers	80.9	2	4.4	3
	Sales	42.1	11-T	3.6	10
	Production	64.7	3-T	4.2	4-T
	News	78.6	1	4.8	1

Composite Rank	Course	Requirement: Percent Required	Requirement: Rank Required	Importance: Average Points	Importance: Rank Points
3.	Broadcast Writing (commercials, PSA's, news, all general writing for radio/ television)				
	All broadcasters	60.6	3	4.0	3
	Station Managers	76.2	3	4.5	4
	Sales	52.6	2-T	3.6	10
	Production	64.7	3-T	4.2	4-T
	News	42.8	7	3.7	10-T
4.	Law and Regulation of Telecommunications				
	All broadcasters	47.9	4-T	3.8	6
	Station Managers	47.6	7	3.4	16
	Sales	47.4	6-T	3.9	6-T
	Production	47.1	7-T	3.9	8-T
	News	50.0	5	4.1	6-T
5.	Beginning Radio/Audio Production				
	All broadcasters	47.9	4-T	3.7	9-T
	Station Managers	52.4	5-T	3.8	9-T
	Sales	26.3	16-T	3.1	17
	Production	76.5	1-T	3.9	10
	News	35.7	8-T	4.1	6-T
6.	Advertising, Sales, Promotion for Radio				
	All broadcasters	45.1	6	3.7	7
	Station Managers	71.4	4	4.9	1-T
	Sales	47.4	6-T	3.7	9
	Production	29.4	12-T	3.6	17-T
	News	21.4	13-T	3.6	14-T
7.	Audience Research (ARB, Nielsen, Mediastat, SAMS, qualitative, quantitative)				
	All broadcasters	40.8	7	3.9	4
	Station Managers	33.3	12	3.6	11
	Sales	52.6	2-T	4.2	2
	Production	58.8	6	4.2	4-T
	News	14.3	20-T	3.4	15-T
8.	News Writing (radio and television)				
	All broadcasters	38.0	8-T	3.7	9-T
	Station Managers	52.4	5-T	4.0	6
	Sales	10.5	25-T	2.8	19-T
	Production	41.2	9-T	3.6	13
	News	50.0	4	4.5	2-T

Composite Rank	Course	Requirement: Percent Required	Requirement: Rank Required	Importance: Average Points	Importance: Rank Points
9.	Equipment Familiarization (audio, video, film)				
	All broadcasters	38.0	8-T	3.5	17
	Station Managers	33.3	13	3.3	15
	Sales	47.4	6-T	3.3	13
	Production	35.3	11-T	3.6	12
	News	35.7	8-T	3.8	9
10.	Computer Uses in Telecommunications				
	All broadcasters	36.6	10-T	3.8	5
	Station Managers	33.3	14	3.5	14-T
	Sales	52.6	2-T	4.1	4
	Production	47.1	7-T	4.4	3
	News	7.1	28-T	3.4	19-T
11.	Beginning Television/Video Production				
	All broadcasters	36.6	10-T	3.4	18
	Station Managers	23.8	16-T	2.8	21-T
	Sales	26.3	16-T	3.3	16
	Production	76.5	1-T	4.4	2
	News	21.4	13-T	3.2	19
12.	Electronic News Gathering				
	All broadcasters	35.2	12	3.7	11
	Station Managers	42.9	9	4.0	7
	Sales	31.6	15	2.9	14
	Production	23.5	22-T	3.6	13-T
	News	42.9	6	4.2	5
13.	Radio/Television Sales				
	All broadcasters	33.8	13-T	3.7	10
	Station Managers	42.9	8	4.2	5
	Sales	47.4	6-T	3.8	8
	Production	23.5	22-T	3.3	23-T
	News	14.3	21-T	3.3	21-T
14.	Advertising, Sales, Promotion for Television				
	All broadcasters	33.8	13-T	3.6	13-T
	Station Managers	42.9	10	3.9	8
	Sales	42.1	11-T	3.9	6-T
	Production	29.4	16-T	3.6	17-T
	News	7.1	28-T	2.9	23-T

Composite Rank	Course	Requirement: Percent Required	Requirement: Rank Required	Importance: Average Points	Importance: Rank Points
15.	Advanced Broadcast News (gathering, writing, production, performance)				
	All broadcasters	32.4	15	3.6	15-T
	Station Managers	23.8	16-T	3.8	9-T
	Sales	21.1	17-T	2.9	18
	Production	29.4	16-T	3.4	20
	News	64.3	2-T	4.5	2-T
16.	Broadcast Station Management				
	All broadcasters	31.0	16	3.7	8
	Station Managers	33.3	11	3.8	9-T
	Sales	42.1	11-T	4.1	3
	Production	29.4	16-T	3.6	17-T
	News	14.3	21-T	3.1	23-T
17.	Social Responsibility in Telecommunications (ethics, standards, and responsibilities of broadcasters)				
	All broadcasters	25.4	17	3.4	19
	Station Managers	19.0	18-T	3.2	18
	Sales	36.8	14	3.5	11-T
	Production	17.6	25-T	3.5	18-T
	News	28.6	12	3.4	16-T
18.	Telecommunications Sales Management				
	All broadcasters	26.8	18	3.2	24
	Station Managers	28.6	15	3.6	12-T
	Sales	47.4	6-T	3.5	11-T
	Production	11.8	30-T	2.6	41-T
	News	14.3	21-T	2.9	28-T
19.	Radio/Television Sales and Promotion				
	All broadcasters	23.9	19	3.6	15-T
	Station Managers	9.5	31-T	3.6	14-T
	Sales	52.6	2-T	3.9	2
	Production	11.8	30-T	3.2	28-T
	News	35.7	8-T	3.6	14-T
20.	Broadcast Programming (concepts, strategies, and techniques)				
	All broadcasters	21.1	16	3.6	13-T
	Station Managers	14.3	26-T	3.4	22
	Sales	10.5	25-T	3.7	9
	Production	41.2	9-T	4.0	7
	News	21.4	13-T	3.4	16-T

NEWS CURRICULUM

Recommendations of 35 News Respondents

Range of experience. One to 35 years. Median experience. Eight years. Mean experience. 10.5 years.	Percent Do Not Rec	Rec	Str Rec
1. Beginning radio news and beginning TV news should be taught in the same class.	45.2	32.3	16.1
2. Beginning radio news and beginning TV news should be taught in separate classes.	45.2	25.8	25.8
3. A beginning news class, in radio or TV, should simulate (as nearly as practical) the activity of a newsroom (gathering, production, writing, performance).	16.1	32.3	41.9
4. The skills of news writing and the skills of news production/performance should be taught in separate classes.	29.0	29.0	38.7
5. The skills of news writing and the skills of news production/performance should be taught parallel with each other in the same class.	64.5	9.7	25.8
6. The skills of news writing should be taught in a separate class without news production/performance.	41.7	25.8	25.8
7. Beginning news students should be required to write, produce, and perform their own news stories.	9.7	41.9	48.4
8. The substance of news (ethics, responsibility, knowing where and how to find news, First Amendment rights, functions and activities of government, court procedures, etc.) is critically important. With this in mind--			
a. the substance of news should be taught in the same classes with news writing, and news production/performance.	58.1	12.9	22.6
b. the substance of news should be taught in a separate class without news writing, news production/performance.	29.0	29.0	35.5
9. Beginning news students should be required whenever possible) to work a reasonable number of hours in the news department of their university radio or television station with assignments to match their capabilities.	6.5	38.7	51.6

	Percent		
	Do Not Rec	Rec	Str Rec
10. Beginning news students should be encouraged (whenever possible) to work part-time in news departments of local or area commercial radio or TV stations.	9.7	32.3	54.8

11. Which of the following recommendations would you have for a son or daughter who enrolls in a university and who is interested in a broadcasting career?

a. Major in telecommunications and minor in areas such as journalism, political science, business, psychology, etc.	35.5	32.3	22.6
b. Take some broadcasting courses as electives or as a minor but major in areas such as journalism, political science, business, psychology, etc.	16.1	29.0	45.2
c. Specialize in one specific area of broadcasting such as news or production, or sales in radio and/or television.	64.5	22.6	9.7
d. Do not specialize at all but try to obtain an overall broadcasting education with equal emphasis in news, production, sales, in both radio and television.	25.8	45.2	25.8
e. Obtain as much practical experience as possible in all areas including news, production, sales, both radio and TV.	16.1	41.9	45.2
f. Obtain as much practical experience as possible in a specialized area.	32.3	38.7	12.7

On a scale of 1(low) to 5(high) rate the following skills with regard to importance for beginning news students

12. Interviewing	4.2
13. Excerpting and electronic tape editing.	3.4
14. Writing on a typewriter against the clock.	4.0
15. Ad lib (on-the-spot) reporting.	3.7
16. Studio/control room reporting.	3.6
17. Equipment operation.	3.1

There are at least four important elements associated with most news stories. Rate the importance of the following on a scale of 1(low) to 5(high):

18. The idea for the story.	3.9
19. Writing the story.	4.5
20. Production of the story.	4.3
21. On-air performance of the story.	4.5

Traditionally, freshmen have not been permitted to enroll in courses in their major area of study. With this in mind --

	Percent			
22. Should freshmen be permitted to enroll in at least one telecommunications course?	Yes	90.3	No	9.7

SUMMARY

Of the 60 telecommunications courses offered in selected catalogues of higher education it is interesting that 60-percent of the broadcasters could agree on only two required university-taught courses--news and writing.

Broadcasters placed Internship first in importance and first as a required course. That isn't surprising since experience has always been a prime factor as advocated by those in the industry. Another point to consider is that the internship instructors are professionals in the area of the internship. A question which should be asked is "Why aren't internships required in every telecommunications program?"

The biases of sales, news, and production professionals are evident. Each tends to favor a chosen area. Station managers appear less biased than those representing the other areas. One of the reasons is that many of them have had experience in several areas of station operation, and as managers they are responsible for the total business. By putting them together and averaging the biases it is possible to obtain an indication of concensus.

If there is a single point in the study which is evident it is the endorsement of a variety of courses--a mix of writing, news, production (both radio and TV), sales, research, law, and computer use.

If the first seven courses were chosen as the required core of a curriculum it would be Internship, News, Writing, Law, Radio Production, Radio Sales, and Audience Research.

The twenty courses which are most highly recommended carry the same theme--a broad based variety. It reflects the message delivered by the five panelists at the Indiana Broadcasters Association meeting. Statements by Managers in a sales session such as, "We think the curriculum needs to be broader." ". . . Teach the basic skills of communications, economics, accounting, personnel management, advertising, computer technology, business and commercial law. . . personal presentation and appearance." . . . all deserve attention.

Other statements appear important. ". . . Give us people who know how to think; Universities should be developing skills in negotiation; Universities should be teaching

initiative, attitudes, and motivation." Over and over again the terms attitude and motivation emerged. "We'd really like to have people who have a working knowledge of traffic, sales promotion, programming, engineering, program promotion . . . because if the schools don't teach that

. . . then we've got to teach those things."

Thirty-five News Directors answered some questions and raised others when considering their questionnaire on news curriculum. A slight majority would teach radio news and TV news in separate classes as opposed to the same class.

Some 75-percent would simulate the activity of a newsroom in a beginning class yet nearly 65-percent rejected the idea of teaching writing, and production/performance in the same class. In another question they made it clear that they would prefer writing be taught in a separate class. Those points of view require reconciliation.

In still another question more than 90-percent felt that students should be required to write, produce, and perform their own news stories. Again, how is it to be done?

The "substance of news" (How to find it, First Amendment Rights, Fairness Doctrine, functions and activities of government, court procedures, etc.) is another area which should be discussed and resolved. About 65-percent would teach "substance" separate from writing, production, and performance. If newsroom activity is to be simulated how is it to be done?

Nearly 90-percent agree that news students should be required to work a reasonable number of hours in their university radio or TV station, and about the same would encourage students to work in area commercial stations while in school.

Some 55-percent recommended that students major in telecommunications, and minor in other areas, but nearly 75-percent recommended that students minor in telecomunications and major in other areas. Since others have the same recommendation (Station Managers in Ohio and Kentucky, et. al.) it is logical to ask why they would make such a preference.

Practical experience in all areas was highly rated. Students were encouraged to avoid specialization.

Writing, production, and on-air performance were nearly even in importance, and interviewing ranked highest among skills.

More than 90-percent would permit freshmen to enroll in at least one telecommunications class, but few universities allow this practice. Why?

Several news respondents wrote comments with their questionnaire. "I found that on-the-job experience is the best experience and training for broadcast journalism; however, there is an assumption that the entry level broadcaster has the basic skills. We find that many, if not

a majority, of graduating Telcom majors . . . make many mistakes in grammar."

"Many have to be taught the basics of story gathering. [They] . . .can be taught, in a short time, the mechanics of editing a story. It is a different matter entirely to put together a story in an innovative, interesting way. It is not so important to know how an editing machine works as it is to know how to use it to your advantage."

"I graduated from . . . with a double major having nothing to do with telecommunications. My majors were Journalism and Political Science. I realize some telecommunications classes would not have hurt me; however, I'm very glad I got the broad experience in college that I did."

". . . The writing and interviewing skills I picked up and developed in my journalism and English classes were invaluable. Also the political science background I have enables me to ask intelligent questions on issues concerning our area."

One highly respected News Director placed speaking ability, air sound, and production at the highest level of importance and writing at the lowest.

"The overall emphasis I strive to include in my product includes creative and accurate writing, good production, and good presentation. Without those you might as well forget about doing the story."

On teaching writing and production/performance in separate classes, one reporter added a note saying, "They cannot be separated."

There were numerous comments referring to writing saying, "Teach them the differences between writing for print and writing for broadcasting."

There were also a number of comments saying, "Hands-on experience is what's important."

CONCLUSIONS

There is much yet to be explored. Any academic program can easily compare its curriculum with recommendations of broadcasters. Professors are free to conduct their own research.

In this study film received a very low estimation as regarded by broadcasters. Since film has already established itself as an art form, and therefore a body of knowledge which belongs in higher education, there is no

need to be concerned with its low regard by broadcasters. Film courses could and should exist in departments of Art, English, Speech, Telecommunications and other areas. Undoubtedly there are some film courses currently being offered which ought to be reviewed as to their relevancy just as any other curriculum should be reviewed.

Further research is necessary to establish curriculum in production in both radio and television.

Further research is also necessary in both news and sales. A follow-up at a Broadcaster's Associated Press News Conference is in order to discuss "why" News Directors answered some questions as they did.

Kenneth Coe's suggestion for conducting professional sales clinics on various campuses should be tried. It's a good idea.

Another idea has emerged from this study which could locate the major problem in the 80-percent failure rate for beginners in sales. It is a theory that beginning sales people fail because on an inability to perform one-on-one!

When a salesman makes a call how does he look? Act? Talk? Communicate? Negotiate? One-on-one communication can be taught. It might be an important missing link for a beginning salesman, and one which merits additional study. After all, how many Station Managers really know what goes on during the private face-to-face meetings between client and salesperson.

Writing seems to be a choice topic as something which needs to be improved. Is spelling a part of writing? If it is poor at the university level it will continue wherever those students go.

Attitude, motivation, and initiative are high on the list of priorities for student improvement. What can a university do about it? Should standards be higher and if so how high?

There is one feature which has been prominently iterated throughout and in various ways. It is the commercial broadcaster saying to the University student, "If you want to work in Telecommunications, get a broad-based liberal arts education; learn to read, write, speak, and think. Get as much practical experience as you can in as many areas as you can. Be sure that you intern. Be sure that you learn as much as you can in all areas of broadcasting. Be sure to develop a love for the industry, a respect for it, and a set of ethical standards to match the responsibilities which are sure to come. As a student of broadcasting do not specialize."

APPENDIX

CURRICULUM SURVEY PARTICIPANTS

Station Managers

Howdy Bell, VP and General Manager, WMLF, Indianapolis
Charles Blake, VP and General Manager, WIKY/WKOZ, Evansville
Rick Bulger, General Manager, WERK, Muncie
John Carlisle, General Manager/Owner, WZZY, Winchester
Reid G. Chapman, General Manager, WANE-TV, Fort Wayne
Kenneth Coe, President/General Manager, WLOI/WCOE, LaPorte
Jack Craig, President/General Manager, WLBC/WLBC-FM, Muncie
William C. Fowler, Executive VP/General Manager, WBAT, Marion
Ronald E. Green, General Manager, WRBI, Batesville
John A. Hartnett, Executive VP/General Manager, WSVL, Shelbyville
Alex Keddie, Director of Administration, WIRE/WXTZ, Indpls.
David Liston, Station Manager, WTHI/WTHI-FM, Terre Haute
Edwin C. Metcalfe, VP/General Manager, WPTA-TV, Fort Wayne
James A. Mougeotte, VP/General Manager, WAXT, Alexandria
Don Robertson, General Manager, WKBV/WRIA, Richmond
Jeff Smulyan, President, Emmis Broadcasting (WENS-FM, Shelbyville-Indianapolis; WLOL-FM, Minneapolis-St. Paul; KSHE, Crestwood-St. Louis; and KMGG, Los Angeles)
E. Berry Smith, President/General Manager, WSBT/WTHQ/WSBT-TV
Elmer C. Snow, President/General Manager, WTTV, Indianapolis
Dean Spencer, VP/General Manager, WBIW/WBIF, Bedford
William B. Stough, VP/General Manager, WISH-TV, Indianapolis
Rob Weaver, General Manager, WPGW, Portland
Joseph A. Wiler, General Manager, WSAL/WSAL-FM, Logansport

Sales Managers

David Bailey, General Sales Manager, WTHI-TV, Terre Haute
Sharon Chalfin, General Sales Manager, WRTV, Indianapolis
Dick Cornell, Sales Manager, WSAL, Logansport
Cheryl Fields, Sales Manager, WBIW, Bedford
James D. Fracman, Sales Manager/Assistant General Manager, WSBT-TV, South Bend
Marvin Gottlieb, General Sales Manager, WPTA-TV, Fort Wayne
Dick Hayes, General Sales Manager, WANE-TV, Fort Wayne
William J. Hill, Sales Manager, WZZY, Winchester
Ted H. Kraly, General Sales Manager, WTHI Radio, Terre Haute
Tim Medland, General Sales Manager, WIBC/WNAP, Indianapolis
Kurt Mische, General Sales Manager, WXUS-FM, Lafayette
Jeff Overholser, Commercial Manager, WPGW/WPGW-FM, Portland
David Poehler, Sales Manager, WBAT, Marion
Dana Fruitt, General Sales Manager, WLBC/WLBC-FM, Muncie
Kirk L. Ray, Sales Manager, WAXT-FM, Alexandria
Paul F. Saltin, General Sales Manager, WISH-TV, Indianapolis
Galen Scott, Sales Manager, WXTZ, Indianapolis
John T. Sorbi, Jr., Sales Manager, WIRE, Indianapolis

Bernie Souers, Local Sales Manager, WTTV, Indianapolis
David R. Wood, Account Executive, WIKY/WROZ, Evansville

Program Managers/Directors

Robert G. Andrew, Program Director, WBAT, Marion
Rich Cummings, Program Director, WENS, Indianapolis
Michael S. Davis, Program Manager, WTTV, Indianapolis
Andy Eubank, Program Director, WSAL, Logansport
Norbert Gassensmith, VP/TV Program Director, WSBT-TV, South Bend
Sam Kaufman, Operations Manager, WZZY, Winchester
Barry Kent, Program Director, WTHI/WTHI-FM, Terre Haute
Harry J. Kevorkian, Air Telecommunications and Broadcast Standards, WNDU-TV, South Bend
Ken Ladage, Director of Program Operations, WRTV, Indpls.
Karen Miller, Program Manager, WISH-TV, Indianapolis
Bob Nowicki, Director of Operations, WNDU/WNDU-FM, South Bend
Thomas C. Patton, Program Director, WBIW/WBIF, Bedford
John Randall, Production Director, WMLF, Indianapolis
Randy Robinson, Program Director, WERK, Muncie
Larry Scott, Operations Director, WMLF, Indianapolis
Richard Wagar, Program Manager, WANE-TV, Fort Wayne
Steve Wilmes, Production Director, WIRE, Indianapolis

News Directors

Tom Ackmann, News/Sports Director, WRBI, Batesville
Lee Giles, News Director, WISH-TV, Indianapolis
Fred Heckman, News Director, WIBC, Indianapolis
Gary Hummel, News Director, WIRE, Indianapolis
Roland Kelly, News Director, WSBT/WSBT-FM/WSBT-TV, South Bend
Paul Kjellander, News Director, WERK, Muncie
Jim Lockwood, News Director, WTTV, Indianapolis
Jack F. Maurer, News Director, WPTA-TV, Fort Wayne
Chris Nolte, News Director, WXUS, Lafayette
Bill O'Hara, News Director, WKBV/WRIA, Richmond
Edward Robinson, News Director, WZZY, Winchester
Chris Russell, News Director, WBAT, Marion
Larry L. Smith, News Director, WANE, Fort Wayne
Glenn Webber, News Director, WENS, Indianapolis

Additional News Participants

The following represents 35 respondants who answered a two-page questionnaire specifically directed to news curriculum. Most are news directors and most did not participate in the initial survey which placed broadcast news in the place of highest priority among courses taught within the university.

John Bennett, News Director, WLOI/WCOE, La Porte
Al Bragin, Assignment Editor, WIKY/WROZ, Evansville
Howard Caldwell, Senior Anchor, WRTV, Indianapolis
Betty Carter, Afternoon Anchor, WKBV/WRLA, Richmond
Ron Chilton, News Director, WXVW, Jeffersonville
Judith Grambo, Station Manager, WJOB, Hammond
Rich Green, Assistant News Director, WTTV, Indianapolis
Fred Heckman, News Director, WIBC, Indianapolis
Dan Henn, Producer/Assignment Editor, WTHI-TV, Terre Haute
Gary Hummel, News Director, WIRE, Indianapolis
Julie A. Jackson, News Director, WORX/WCJC, Madison
M. Noreen Lauer, Reporter, WQHK/WMEE, Fort Wayne
Clyde Lee, Anchor, WRTV, Indianapolis
Peter Miles, News Director, WFMS, Indianapolis
Virgil W. Napier, News Director, WWKI, Kokomo
Chris Nolte, News Director, WXUS, Lafayette
Leslie Olsen, Reporter, WISH-TV, Indianapolis
Dave Overton, Executive Producer, WISH-TV, Indianapolis
Ron Perzo, News Director, WJOB, Hammond
Doug Rafferty, Managing Editor, WTTV, Indianapolis
Randall L. Rahe, General Manager, WBOW, Terre Haute
Jeannie Raymann, Assignment Editor, WTTV, Indianapolis
P. Tom Read, Assignment Editor, WRTV, Indianapolis
Paul Richards, News Director, WMEE/WQHK, Fort Wayne
Chris Russell, News Director, WBAT, Marion
Bill Schneider, Chief Photographer, WPTA-TV, Fort Wayne
Dave Smith, Managing Editor, WPTA-TV, Fort Wayne
Brent Speraw, News Director, WXMG-FM,
Tim Stires, News Director, WHBU, Anderson
Ann Thornsen, News Director, WJNZ, Greencastle
Scott Tsuleff, Anchor/Reporter, WMEE/WQHK, Fort Wayne
Mark Voigtmann, Reporter, WISH-TV, Indianapolis
Glenn Webber, News Director, WENS, Indianapolis
Marilyn Williams, News Director, WHON/WQLK, Richmond
Rex Van Zant, News Director, WCTW/WMDH, New Castle

SMALL MARKET/SECONDARY MARKET RADIO
Specialization v. Non-specialization
Entry-Level Employees

Purpose for the Study

An important area for entry-level telecommunications graduates is small market/secondary market radio. In 1975 it was highly recommended by Indiana station managers and employees as the best starting point to begin a broadcasting career. They also recommended that university telecommunications students should not specialize but should try to obtain an overall broadcasting education with as much practical experience as possible.[1]

Since then questions have been raised about the advisability of non-specialization in a university telecommunications program. Some believe in specialization to the exclusion of non-specialization. Some are requiring 20-year-old students to choose production, news, or sales as a speciality. There is a feeling among some that the industry has changed since 1975, and that stations are indeed seeking specialists at the entry level. Others have suggested that the 1975 study was invalid where specialization/non-specialization was concerned.

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[1]Fifty-seven percent of station managers opposed specialization in radio (all areas), and 60-percent opposed specialization in television (all areas). When asked about specialization, ". . . in one or two specific areas such as announcing, news, sports, sales, etc." 67-percent of Indiana managers did not recommend it. Eighty-three percent of 60 managers recommended, "Do not specialize in any area but try to obtain an overall broadcasting education with as much practical experience as possible." The Indiana Report, Darrell E. Wible, ERIC Clearinghouse, Ball State University, 1975.

The purpose of this study is to re-open the question and try to determine the current status of specialization-non-specialization as viewed by radio station managers in small and secondary markets for entry-level employees.

Method of Study

Since the writer is well known as a former commercial broadcaster in Indiana it was decided to obtain a sample from station managers in Ohio and Kentucky. A four-page questionnaire was developed by the writer and circulated among faculty colleagues for comment and suggestions. Some adjustments were made.

A list of 60 station managers was prepared from Broadcasting Yearbook and Standard Rate and Data small market and secondary market publications. A letter was sent to each with a postage-paid card addressed to the writer. A simple check-mark was required to indicate participation or non-participation. Twenty-eight managers returned the card and 27 agreed to participate.

The questionnaire, with a personal letter and postage-paid envelope, was mailed to 28 managers. Seventeen returned the material promptly. Nine follow-up letters were written. It was decided to close-out the questionnaires with a total of 20 responses. The material was totaled and evaluated as received and then re-evaluated for specific information. The survey began with initial mailing on June 29 and was concluded on August 31.

Limitations

The sample response is limited. It would be ideal to include

all station managers from Ohio and Kentucky.

It would be better to conduct such a study face-to-face where follow-up questions could provoke more meaningful answers.

Any questionnaire has weaknesses and the bias of those who construct it. The questionnaire in this case is no exception.

There was no attempt to define "specialization." It is different in concept from person-to-person, and each manager had no guidelines in that respect except personal experience.

The press of station business likely prevented some managers from giving full attention to the questionnaire. But considering the multiple activities of participating managers, the writer is extremely pleased with the cooperation and effort extended.

Still, less than half (47.5 percent) took the time to return the postage-paid card indicating participation or non-participation. Another 29-percent of those who promised to fill out a questionnaire did not do so.

Even so, twenty managers did respond. Some of them wrote letters. Some added comments which are well taken.

Participating Managers
(In Alphabetical Order)

	Calls	Location
Timothy J. Brown	WLBJ	Chardon, Ohio
Clarence Bucaro	WBKC	Bowling Green, Kentucky
Chris Cage Caggiano	WKKI (FM)	Celina, Ohio
Paul B. Daniel	WBKR (FM)	Owensboro, Kentucky
Dick Elliot	WDJQ/WFAH	Alliance, Ohio
Earl W. Francis	WPFB	Middletown, Ohio

David Freeman	WBBY (FM)	Westerville, Ohio
B. Douglas Hamby	WIEL/WKMO	Elizabethtown, Kentucky
Joanna Hill	WPTW	Piqua, Ohio
C.M. Johnson	WFUN	Ashtabula, Ohio
Robert Johnson	WAXU/WBBE	Georgetown, Kentucky
Mike Kilgore	WCAK (FM)	Catlettsburg, Kentucky
Gary L. Kneisley	WPVL	Painesville, Ohio
Joe Koetter	WRKA (FM)	Louisville, Kentucky
C. Richard McBroom	WNDH (FM)	Napoleon, Ohio
Jim Parman	WHIR/WMGE	Danville, Kentucky
Richard H. Riggs	WLSR (FM)	Lima, Ohio
Luke Thaman	WBNO	Bryan, Ohio
Larry Trimmer	WFMI	Winchester, Kentucky
Bill Walters	WEKY	Richmond, Kentucky

The Results

1. What is your full-time staff size?

A. The largest staff size was 42 and the smallest was five. The mean staff size was 15. The median staff size was 12.

2. How many years have you worked as a full-time commercial broadcaster?

A. Years of experience ranged from four to 34. The mean years was 17. The median years was 14.5.

3. In which areas have you had a substantial amount of full-time commercial experience--areas in which you feel professionally competent?

A. 10 (50%) production 11 (55%) performance 9 (45%) news

20 (100%) sales 1 (5%) sports 3 (15%) technical

Other: 5 (25%) management

Fifteen of the 20 managers are versatile, Two of them checked five categories, four checked four categories, five checked three categories, and four indicated expertise in two. Five managers checked sales only. All managers felt professionally competent in sales. Five managers checked "management" in the "other" space, but it is assumed that all twenty are competent managers.

4. In which area did you begin as a full-time commercial broadcaster? (Check more than one if you had multiple responsibilities).

A. 3 (15%) production 10 (50%) performance 1 (5%) news
7 (35%) sales 1 (5%) technical
Other: 1 (5%) continuity 1 (5%) management

Six managers began careers in performance-only (presumably as announcers). Two began in performance/production, one in performance/technical, and one in performance/news. One began in continuity, and one in management. One began in production/sales, and six in sales only.

5. *When you were a 20-year-old which of the following would best describe your attitude toward your future?

5 (26.3%) knew exactly what I wanted to do.
4 (21.0%) knew generally what I wanted to do.
10 (52.6%) did not know what I wanted to do.

One manager said he knew exactly what he wanted--wanted to be a lawyer and turned out to be a broadcaster.

*Percentages calculated on 19 managers who answered.

6. If you were hiring a new college graduate as an entry-level employee in sales, or news, or production which of the following would you prefer?

A. 8 (44.4%) A major in telecommunications who has an overall broadcasting education but who specialized in sales, or news, or production.

10 (55.5%) A major in telecommunications who has an overall broadcasting education but with equal emphasis in sales, and news, and production.

Two managers did not choose either but added comments. One said, "A major in business or marketing with a telecommunications major or minor equals sales. News and performance should have more liberal arts than business. Perhaps some journalism too." A second manager said, "A quick thinker who knows the English language and who has a good, solid, liberal arts education. Someone with an open attitude toward all areas."

7. When you hire a full-time employee who is assigned to your news department which of the following do you expect the person to do?

16 (100%) read news 16 (100%) write news 15 (94%) find new

15 (94%) edit news 14 (87.5%) produce news (recording, excerpting from interviews, etc.

14 (87.5%) run his own board during news

Other: "Attend meetings." "Act as back-up for others in programming department." "Must be open to all possibilities."

One station had no news department and two had no full-time news employees. One manager didn't answer the question.

8. What responsibilities outside the newsroom is a full-time employee working in news likely to have?

10 (62.5%) none 4 (25%) work a board shift

3 (18.8%) production duties 0 service sales accounts

0 account executive 3 (18.8%) remotes

Other: "Attend meetings." "Act as back-up for others in programming department." "Must be open to all possibilities."

It is assumed that the majority of full-time news persons attend meetings (County Council, City Council, etc.) at night or week-end whenever they are held. That responsibility is a part of "finding news."

9. When you hire an employee in sales which of the following do you expect that person to do in addition to selling time?

19 (95%) service accounts 10 (50%) write copy

3 (15%) record commercials (performance, board work, etc)

Other: One had no additional responsibilities. Two managers had salesmen collect. Another said he expected his sales persons to "Manage time, prospect, learn marketing, and all types of business." Another said, "Copywriting and performance is a plus."

10. What other responsibilities are a sales representative likely to have?

14 (70%) none 1 (5%) board shift 3 (15%) sports

0 news 5 (25%) remotes

Other: One manager said his sales persons were required to be present at times on remotes but not as talent.

11. When you hire a person in production which of the following do you expect that person to do?

16 (80%) board shift 16 (80%) remotes 19 (95%) produce commercials

15 (75%) on-air performance

Other: "Elementary equipment maintenance." "News editing and writing."

12. What other responsibilities is a production person likely to have?

5 (25%) none 3 (15%) news 2 (10%) sports 4 (20%) traffic

11 (55%) copy

Other: "Talent dictates." "Promotion." "All air persons do production."

13. As a station manager you may be personally responsible for duties other than management. Which of the following might you do from time-to-time or on a regular basis?

17 (85%)	sell time	15 (75%)	service accounts
11 (55%)	handle regular account list	12 (60%)	write copy
8 (40%)	record a commercial	3 (15%)	work board shift
7 (35%)	work remotes other than sports	1 (5%)	play-by-play sports
3 (15%)	air a newscast	3 (15%)	prepare a newscast

Other: Two managers did none of the above. One was involved in engineering. Another said, "Must be ready to do anything at any time; however, at this time I do very little of the above."

14. Which of the following would you consider the best advice for a new college graduate seeking that first, full-time job in commercial broadcasting?

10 (50%) concentrate on one specific area such as sales, or news, or production, and limit the job search to that area.

8 (40%) apply for positions in all three areas, sales, and news, and production.

Other: "Know the job you are happiest doing--and go for it. Be prepared to work extra for no pay. Be able to get the program on the air in a professional manner and be quality alert."

"Go to someone who is making a living doing what you want to do, and ask for an honest evaluation of yourself."

15. Which of the following recommendations would you have for a son or daughter who enrolls in a university and who is interested in a broadcasting career?

	Do Not Recommend	Recommend	Strongly Recommend
a. Do not take any broadcasting courses at all, but major in areas such as business, marketing, psychology, political science, sociology, etc.	17 (85%)	____	____
b. Take some broadcasting courses as electives or study broadcasting as a minor but major in areas such as business, marketing, psychology, political science, sociology, etc.	3 (15%)	7 (35%)	8 (40%
c. Specialize in one specific area of broadcasting such as sales, news, production in radio.	12 (60%)	4 (20%)	2 (10%)
d. Specialize in one specific area of broadcasting such as sales, news, production in television.	11 (55%)	4 (20%)	1 (5%)
e. Do not specialize at all but try to obtain an overall broadcasting education with equal emphasis in sales, news, production, both radio and TV.	4 (20%)	5 (25%)	5 (25%)
f. Obtain as much practical experience in all areas including sales, news, production in both radio and TV.	2 (10%)	6 (30%)	11 (55%)
g. Obtain as much practical experience as possible in a specialized area such as sales or news or production in radio or television.	5 (25%)	6 (30%)	5 (25%)

Not all managers answered this question in its entirety, but the percentages were calculated on the basis of 20 managers participating on each sub-question.

Comments from Managers

One manager wrote, ". . . We hire only college graduates. . . so I have an opportunity to interview college graduates every year. My criticism is not directed at Ball State University, but to all colleges who offer broadcasting or journalism degrees. I am very disappointed at the quality of student that comes from broadcast schools. Many of them have no idea what the communications industry is all about. . . They have very little science background. . . and cannot comprehend the technological era we are entering. . . They have little knowledge of how a community functions or even how the world functions, and most important, today's college graduate lacks ambition and motivation."

Another manager (name not included on the survey list) returned the questionnaire unanswered saying, "Sorry! We usually train our own employees. If they have college degrees, fine! We require at least a full high school graduation with top recommendations."

Still another manager said, "Many graduates today seem to be struck with the glamour of television. . . Please inform them not to come to an interview for a job opening in RADIO and say, 'I would like to work in RADIO for a while and then move up to TV.' After the interview the application is filed and never looked at again."

Finally, a manager said, "When I hire someone I look for character. I look for someone who has inner strength, strong convictions and honesty. That person also must have the communicative skills to transmit that moral strength."

Summary

The majority of station managers in small and secondary markets began their careers in performance, and all of them gravitated to sales. All of the others, except those who began in sales, also became professionally competent in sales.

The majority of managers are skilled in areas aside from sales and management. Nearly all sell time. A majority service accounts, handle a regular account list, and write copy.

The multiple competencies by managers indicates a respect for versatility, but for what reason it is not determined. It could be by desire, by necessity, or some other reasons.

A majority of managers would prefer to hire a telecommunications major who has an overall broadcasting education and with equal emphasis in sales, and news, and production.

Question 6 was coupled in meaning to Question 15. It was intended to compare a manager's attitude between hiring someone for a position, and advice the same manager would give to a son or daughter. One manager wanted to hire individuals with equal emphasis in sales, news, and production, but took a position against equal emphasis when advising son or daughter.

Three managers wanting to hire specialists in a single category advised sons or daughters not to specialize. Four managers who preferred specialists were consistent saying they would advise sons or daughters to specialize.

Eight managers were consistent in wanting to hire an entry-level employee with equal emphasis in sales, and news, and production--and gave the same advice to sons and daughters.

Eighty-five percent of the managers recommend practical experience in all areas. This was the highest recommendation for sons or daughters.

The second highest recommendation was to minor or take electives in broadcasting and major in related areas. This requires comment. The question is why? Does it reflect a lack of confidence in the importance of a major in telecommunications? Is it a lack of confidence in faculty--those who teach the courses? Is it a curriculum problem? Are some managers apprehensive about the future of broadcasting? In 1975 Indiana station managers were extremely critical about academic programs in radio and television. Have those programs improved since then?

The highest "do not recommend" response was eliminating broadcasting courses and majoring in other areas. The second and third highest "do not recommend" items were directed to specialization. Sixty-percent advised against specializing in radio and 55-percent against specializing in television. Fifty-percent recommended equal emphasis in sales, news, production (both radio and TV), and 20-percent recommended against it.

Managers expect a news person to handle nearly all news functions. They must gather it, write it, produce it, edit it, read it, and operate their own technical equipment during the newscast. There is likely more versatility required in news than in any single area.

A person hired in production has a first priority of producing commercials, but 75-percent or more are also required

to work board shifts, remotes, and of course be on-air performers. In addition, 55-percent write copy, and 20-percent are responsible for traffic.

Ninety-five percent of all sales persons service accounts, fifty-percent write copy, only 15-percent are involved in performance (recording commercials, sports, etc.), and 25-percent are present at remotes. Seventy-percent of the salesmen have no other responsibilities than basic selling, servicing, and writing.

One other note which deserves mention is that half of the managers did not know what they wanted to do when they were twenty-years old. Only five were definite about what they had wanted to do.

Conclusion

Throughout the structure of responsibilities the evidence of versatility and multi-talent requirement appears in all areas. There are exceptions from station-to-station. But generally speaking, taking the advice from the majority of managers in the sample, a university student interested in a broadcasting career should give serious thought to the following:

1. Obtain as much practical experience as possible in all areas including sales, news, production in both radio and TV.
2. Take some broadcasting courses as electives or minor in broadcasting, but major in areas such as business, marketing, psychology, political science, sociology, etc.
3. If you major in telecommunications do not specialize at all but try to obtain an overall broadcasting education with equal emphasis in sales, news, production in both radio and TV.

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